THE EFFECTS OF MANAGERIAL
SUCCESSION ON AIR FORCE
MEMBERS

THESIS

Todd M. Young, Captain, USAF

AFIT/GCM/LAR/96S-11

DEPARTMENT OF THE AIR FORCE

AIR UNIVERSITY

AIR FORCE INSTITUTE OF TECHNOLOGY

DTIC QUALITY INSPECTED 3

Wright-Patterson Air Force Base, Ohio

AFIT/GCM/LAR/96S-11

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19970108 109

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presented to the Faculty of the School of Logistics and

Acquisition Management of the

Air Force Institute of Technology

Air University

Air Education and Training Command

In Partial Fulfillment of the

Requirements for the Degree of

Master of Science in Contract Management

Todd M. Young, M.B.A.

Captain, USAF

September 1996

Acknowledgments

There are many people I would like to thank for helping me in accomplishing this thesis. First, I need to recognize my thesis advisor Lt. Col James R. VanScotter. Without him, this project would still be a concept in my head. He helped me focus my thoughts and transform a broad idea into something I could actually test. I could never have completed this project without his help.

I would also like to thank Dr. Robert Steel. His insight was invaluable during the formative stages of this project.

I would also like to thank all of my contracting classmates for their ideas and support. Their knowledge and determination often refocused me on what was important. For us, the whole AFIT experience is truly a team effort.

Finally, I would like to thank my wife Kim. She seemed to instinctively know when to help me and when to leave me alone. Even more importantly, she provides the support that I often need even when I don't recognize it myself. I wouldn't have wanted to do this without her.

Todd M. Young

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Abstract

Managerial succession causes disruption that impacts the incoming leader and members of the organization. Yet, surprisingly, there has been little research investigating the effects of succession on Air Force members. This study investigated four typical reactions to succession that seemed likely to be experienced by most employees. They included changes in: 1) member's attitudes about their job, 2) member's attitudes about their leader's behavior, 3) member's behavior on the job, and 4) the leader's behavior (as observed by the members). The mean responses of workers from organizations that had recently experienced succession (i.e., the supervisor has been in place for four months or less) were compared with the responses of members in organizations that had not experienced succession in at least one year. There were significant differences in three of the four areas -- member's attitudes, member's attitudes about the leader, and the leader's behavior. The analysis also showed that members who have recently joined an organization experience different leader behaviors than those who have been in the organization longer.

THE EFFECTS OF MANAGERIAL SUCCESSION ON

AIR FORCE MEMBERS

I. Introduction

Problem Statement

A change in leadership, or managerial succession, is an important event in any

organization's history. Whenever it occurs, the existing patterns of communication,

coordination, and standards for performance are, at least temporarily, disrupted. After a

new leader arrives, workers and supervisors scramble to learn about the new leader's

approach toward management, goals, views on key issues, personal style, and pet peeves.

The organization and its members (including the new leader) go through an adjustment

period. Although there are plenty of anecdotes describing the ways leadership changes

affect organizational efficiency and effectiveness, few (if any) empirical studies have

examined the interpersonal impact of managerial succession.

Learning about these impacts seems especially important for the Air Force where

frequent changes in command and rotation of subordinate personnel are the norm.

Anyone who spends much time in the Air Force experiences managerial succession at

one time or another.

The Air Force uses frequent assignment changes to achieve some important personnel-system goals. First, it ensures an adequate supply of mid-level managers with the experience and background needed for higher levels of responsibility and authority. Since the Air Force promotes from within, having a pool of qualified candidates is necessary to allow Air Force leaders to be selective in deciding who will reach the highest levels in the organization. Second, developing a pool of qualified candidates ensures a steady supply of experienced replacements if there are battle losses. Third, frequent rotation keeps the military focused on national objectives by limiting personal power and preventing the development of close ties to any one locality or organization. Finally, this policy reduces members' opportunities to become corrupt, or engage in self-serving or political activity. While these issues are important and relevant, the impact of frequent changes in management should not be ignored. My thesis will examine the impact of managerial succession on individuals. The objective is to provide decision makers with information they need to make a tradeoff between personnel system needs and organizational impact.

Research Objectives

The primary objective of this study is to examine the impact managerial succession has on Air Force members. This study will compare organizations that have recently experienced managerial succession with similar organizations that have not experienced managerial succession for long enough for the interpersonal infrastructure to return to equilibrium. Finding that members from organizations that had and had not

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experienced very recent succession had significantly different attitudes and behaviors would support the main premise.

Recent literature suggests that the succession process has four key ingredients -- succession antecedents, the succession event, succession consequences, and contingencies (Kesner and Sebora, 1994). This study will investigate the consequences of succession for individuals who are members of work groups. A member of the group can either be the group leader or a working level member of the group. Managerial succession can impact either type of group member in one of two ways; it can impact the member's attitudes or it can impact the member's behavior. Therefore, succession can affect four broad impact areas -- member's attitudes, member's behaviors, member's perceptions about their supervisor and the supervisor behavior they experience or observe. This study will identify specific elements of each broad impact category that are affected by managerial succession.

The second part of this study will compare members of organizations that have experienced managerial succession with members from similar organizations that have not experienced managerial succession. An organization that has not experienced succession is defined to be an organization for which the test subject has joined the organization after the arrival of the current leader. Haveman (1993) demonstrated that succession of the leader has the greatest impact on organizational performance. This analysis will show whether or not an organization that has experienced managerial

succession will react differently over time than an organization that has not experienced succession.

All the subjects for this study are military officers who share common training, career path, and work environment with their military supervisors. These similarities may cause military workers to identify more closely with and react differently to military supervisors than they do with civilian supervisors. The study also tests to see if organizations with different types of supervisors have inherently different levels of the various attitudes and behaviors that are related to succession effects. Differing levels of the attitudes and behaviors between groups with military supervisors and groups with civilian supervisors may influence the way members of organizations led by each type of supervisor react to managerial succession.

Results that support the existence of succession effects would indicate that the Air Force needs to learn a lot more about how managerial succession affects member's performance and the organization's mission accomplishment.

II. Literature Review

The moment a leader's succession is announced, organizational members begin to react to the change and begin to prepare for it. The effects of succession are not dependent on any one person's personality or leadership style; the organization will experience some succession effects regardless of the characteristics of the incoming and outgoing leaders (Beatty and Zajac, 1987; Brown, 1982). Grusky (1960) touched on this concept when he observed: "(1) succession always leads to organizational instability, and (2) it is a phenomenon that all organizations must cope with."

Research suggests that managerial succession has important consequences for Air Force organizations and their members. There are two main avenues through which managerial succession impacts an organization: leadership effects and succession effects. Leadership effects result from differences between the incoming and outgoing leaders' leadership styles and priorities. Succession effects are organizational changes caused by the act of managerial succession (Beatty and Zajac, 1987). This study focuses on elements of the succession effect.

Toward a Succession Model

The relationship between managerial succession and organizational performance is not well understood (Kesner and Sebora, 1994). Perhaps Mentzer said it best when he

observes, "The succession-performance relationship may be far more sensitive to organizational characteristics and context than previously recognized, thus highlighting the danger of generalizing from any one type of organization to organizations in general" (Mentzer, 1993).

Kesner and Sebora (1994) propose the most recent and comprehensive succession model. Their model shows that the succession equation has three primary elements: succession antecedents, the succession event, and succession consequences. The model further indicates that any of these three pieces can be affected by a number of contingencies. However, Kesner and Sebora make note that the main contribution of their model is in identifying gaps in succession research and providing a framework for future research. A summary of the model is presented in Figure 1.

a. Industry Issues
b. Organizational Issues
c. Selector Issues

Contingencies

Succession Antecedents

Succession Event

Succession Consequences

a. Organizational Issues
b. CEO Office/Role Issues
c. Candidate Issues

a. Process Issues
b. Candidate Issues
c. Choice Issues

a. Organizational Issues
b. Stakeholder Issues
c. Evaluation Issues
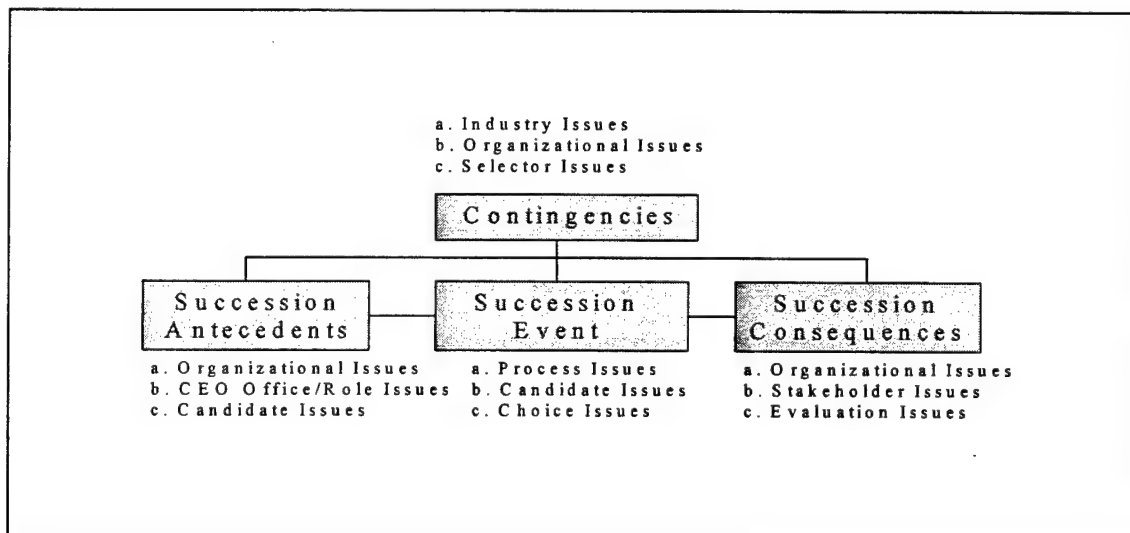
(Kesner and Sebora, 1994)

Figure 1. Kesner and Sebora Succession Model

There has been little research on the effects of managerial succession on the military organization. Military organizations experience succession at a relatively high rate, and succession often occurs at times when the organization is under severe stress, especially during wartime. In order to minimize the negative effects of managerial succession during wartime, we must understand the effects of succession on the members of the military organization.

Individual Effects

The effects of managerial succession on an Air Force organization's members have not yet been completely explored. Virtually all of the studies of managerial succession have used economic measures or another measure of overall organizational performance as the criterion (Friedman and Saul, 1991). This is surprising because an organization's performance is derived from the performance of the organization's individual members. In one of the few studies that examines the effects of managerial succession on an organization's members, Friedman and Saul (1991) proposed a model in which (1) successor induced changes, or lack of changes, led to internal disruption and employee turnover and (2) succession impacts employee morale. The study finds that both long tenured predecessors and poor organizational performance lead to greater rates of post-succession turnover (Friedman and Saul, 1991). Understanding the reactions of an organization's members to succession is essential if one hopes to understand the effects of succession on the whole organization.

This study takes the first step in exploring the succession model by examining the disruptive and morale consequences of succession, as described by Friedman and Saul (1991), as they impact the organization's stakeholders, specifically the organization's leader and members. In any organization, the goal of managerial succession is to improve, or at least maintain, the current level of organizational performance. The other elements of the model are factors that influence, or can be manipulated to influence, the consequences of managerial succession.

The Theories of Succession

Managerial succession studies have examined both causes and effects of change. Early studies examined three theories of succession: the common sense theory, the ritual scapegoating theory, and the vicious cycle theory. These theories serve as the backdrop for managerial succession research (Kesner and Sebora, 1994). They try to explain why leaders are replaced, how new leaders are chosen, and how changes in leadership impact organizational performance.

The "common sense" theory states that poor performance leads to a change in management, which leads to improved organizational performance (Allen, Panian, & Lotz, 1979; Grusky, 1963). It assumes that the manager is responsible for achieving organizational goals, and when the manager fails, he or she is replaced by a successor capable of making the necessary changes. This implies an underlying belief that managers are an important factor influencing organizational performance.

The "common sense" theory, in general, does not apply to succession in the Air Force. While managers are sometimes removed for poor performance, the Air Force rotates managers frequently regardless of organizational performance. Also, incoming leaders are not often given a mandate to initiate organizational changes or improve organization performance. Maintaining the status quo is often acceptable.

The ritual scapegoat theory states that organizational succession has no effect on organizational performance. Managers are discounted as either figureheads or as indistinguishable because all receive similar training and are more or less equally effective or ineffective (Brown, 1982; Eitzen and Yetman, 1972; and Gamson and Scotch, 1964). The rationale is that although an organization's poor performance leads to managerial succession; change in leadership is merely symbolic. Any improvement in organizational performance after succession results from regression toward the mean.

The situation described in the ritual scapegoat theory and the effects it predicts probably most accurately describes the way succession affects Air Force organizations. The Air Force system is designed to produce a cadre of leaders that are essentially interchangeable. Because Air Force leaders share similar backgrounds and training, they tend to react to situations in similar ways. In fact, the Air Force takes a certain amount of pride in the fact that Air Force leaders receive comprehensive, if somewhat standardized, training to ensure they can handle any leadership challenge. Further, managerial succession in the Air Force is seldom based on an organization's previous performance, instead it occurs after the leader has been in place a certain amount of time.

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The third theory, the vicious cycle theory states that poor organizational performance leads to a change in management, the disruption caused by the act of succession leads to poorer performance, which in turn leads to further succession (Allen, Panian, & Lotz, 1979; and Grusky, 1963). The theory views leaders as important and influential but holds that new leaders tend to disrupt existing relationships and behaviors causing organizational instability and poorer performance.

Therefore, the "ritual scapegoat" and "vicious cycle" theories conflict on their views. The scapegoat theory describes the long term effects of succession but the vicious cycle theory seems to better describe the disruptive effects of succession on the organization in the short term. Still, we know little about exactly how succession disrupts organizational processes or how individuals react in the first days and months after the new leader is in place. This study investigates the short term effects of succession on individual behaviors and attitudes.

These disruptive effects usually begin to manifest themselves shortly after the succession announcement is made. Someone asks, "Who is the new boss, and what is his or her background?" From that time until the organization fully learns about and adapts to the incoming leader, time is devoted to learning about the successor and adapting to his or her leadership style, priorities, attitudes, and behavior patterns (Gabarro, 1986 and Spoor 1993). Both the new leader and organizational members spend significant amounts of time learning how to relate to the new situation and using up time and resources that could otherwise be directed at achieving the organization's mission.

Succession in the Air Force

Grusky (1964) compared succession in civilian and military organizations and concluded that rapid succession is associated with homogenous organization members, limits managerial control, weakens personal executive power, and encourages orientation toward organizational authority.

Closely related is research that addresses the effects of managerial succession in athletic teams. Military organizations and athletic teams have several similar characteristics. These characteristics include: 1) organizational success is defined as winning on the field of battle, 2) a strong leader or manager is responsible for achieving organizational success, 3) the organization's members tend to be a rather homogeneous group of highly disciplined professionals with a team-oriented focus, and 4) job performance often requires a high degree of physical activity. Military organizations are obviously not identical to athletic teams, however, the two types of organization's are similar enough to provide a basis for discussion.

Athletic research has focused on field managers of the athletic teams. Organizational performance is typically defined as the percentage of games won or lost. Studies applying the methodology with managers in baseball (Gamson and Scotch, 1964; Grusky, 1963; and Pfeffer and Davis-Blake, 1986), basketball (Eitzen and Yetman, 1972; and Pfeffer and Davis-Blake, 1986), and football (Brown, 1982), have produced consistent results. They provided partial support for the ritual scapegoating theory (Allen, Panian, and Lotz, 1979; Brown, 1982; Eitzen and Yetman, 1972; Gamson and

Scotch, 1964; and Pfeffer and Davis-Blake, 1986). They concluded that teams that experienced succession did not perform differently that teams that did not change managers. However, the studies also supported elements of the vicious cycle theory. Relationship between the rate of succession and organizational performance was reported. The studies showed that teams that change managers more often are less successful (Allen, Panian, and Lotz, 1979; Eitzen and Yetman, 1972; and Grusky, 1963).

The Succession Period

One issue for the Air Force is whether an organization's leader stays in his job long enough to overcome the negative effects of the disruptive period and reach equilibrium. Research has shown that an individual's performance begins at an initially low level, increases, and then eventually plateaus as the person becomes familiar with job demands (Jacobs, Hoffman, and Kriski, 1990; and Avalio, Waldman, and McDaniel, 1990). It is logical that this learning period is the time during which succession effects would affect the organization. Thus it appears that time is a critical factor in overcoming the effects of succession.

The length of a typical transition period for an incoming leader in the business environment is highly variable (Hashemi, 1983). For this analysis an organization was determined to be experiencing succession effects if managerial succession had occurred within the last four months and the organization is determined to be in equilibrium if the leader had been in place for over a year. Gabarro (1986) determined that an organization requires six to eighteen months to return to equilibrium after managerial succession.

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However, Gabarro's study focused on corporations in which managers and subordinates probably have fewer shared values and less grounding in organizational norms and expectations. A period of about 12 months seems more than long enough for a military organization to return to equilibrium. To be conservative, I chose a four month succession period in order to ensure the organization's had not yet had the minimum of six months needed to return to equilibrium. It also seems likely that succession effects would be shorter-lived in the Air Force.

In summary, this research suggests that the act of changing leadership is inconsequential to organizational performance if the pool of available leaders is a homogeneous group, members are highly skilled and managers are not changed too frequently. However, the "vicious cycle" theory predicts that frequent leader rotation, may create a state of perpetual turbulence and inefficiency in which leaders (and, perhaps, a substantial number of followers) are always new to the organization.

Attitudinal Succession Consequences

Role Ambiguity. One of the primary ways managerial succession may affect an individual is by increasing role ambiguity. Rizzo, House, and Lirtzman (1970) define role ambiguity "in terms of the predictability of the outcomes of one's behavior, and the existence of environmental guidelines to provide knowledge that one is behaving appropriately." When a familiar leader is replaced with a new person with different attitudes, beliefs, values, and behavior patterns, employees need time to adapt. The incoming manager must develop his standards for performance and communicate them to

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the organization's members. The organization's members then have to reconcile the new leader's expectations with previous standards and resolve conflicts between the two (Greenblatt, 1978). This occurs even if the incoming leader maintains the same standards as the previous supervisor. Even then, the organization's members will take some time before they are confident of their role in the organization. This is important because if people do not know the extent of their authority and what is expected of them they will hesitate to act and thus lack impact (Sawyer, 1992).

Job Satisfaction. Research has shown that increased role ambiguity leads to decreased job satisfaction (Fisher and Gitelson, 1983). In general, if an organization's manager has held his position for a significant length of time, the organization's members' job satisfaction should be relatively high. This is because over time, the organization's members develop patterns and relationships with which they are both satisfied and comfortable. If they do not develop this comfort zone, the members will leave the organization. However, managerial succession is a disruptive event that destroys some existing patterns and relationships. This disruption will cause a decrease in job satisfaction until either new patterns are established or the member leaves the organization.

Predictive Accuracy. Similarly, succession should lead to a decrease in the member's predictive accuracy. Predictive accuracy is defined as foresight and the ability to predict outcomes (Stodgill, 1963). After a succession event, team members cannot have the same level of confidence that a certain action will lead to a certain result as they

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did before the change (Greenblatt, 1978). Consequently, managerial succession should lead initially to decreased predictive accuracy.

Feedback from Agents. Another consequence of managerial succession for the individual is that the amount of feedback received from one's supervisor should increase. A new supervisor must spend considerable time communicating his or her expectations to the organization's members (Greenblatt, 1978). The supervisors also spend time reinforcing positive behavior and correcting improper behavior. However after a period of time, this becomes less necessary as organization members adapt. Gradually, the amount of feedback, monitoring, and instruction provided by the leader will decrease as members learn what is expected and supervisors become confident in the subordinate's ability to accomplish the task. During the time shortly after succession, the degree of information the employee receives from his supervisor or co-workers should be high and then decrease over time.

Tolerance of Uncertainty. Managerial succession is also disruptive for the incoming manager because he or she is probably unfamiliar with the responsibilities of the job and the internal workings of the organization (Hashemi, 1983). Tolerance for uncertainty is "the ability to tolerate uncertainty without anxiety or upset" (Stodgill, 1963). The leader's tolerance for uncertainty should increase as he becomes familiar with the most likely outcomes of uncertain situations.

The Supervisor's Effectiveness. In order to be effective, the supervisor must be technically proficient and have strong human relations skills (Ivancevich, Lorenzi, and

Skinner, 1994). The supervisor's task effectiveness is a measure of the supervisor's technical competence, supervisory ability, and job knowledge. Second, the supervisor's interpersonal effectiveness is a measure of the supervisor's ability to care for his employees and guide their performance. Research relating to performance suggests that performance increases as one learns the job (Jacobs, Hoffman, and Kriski, 1990; and Avalio, Waldman, and McDaniel, 1990). After the supervisor has held his position for some time, he or she will have had the opportunity to learn about the job and become proficient in its execution. The manager will also develop relationships and communication patterns with his subordinates over time. Therefore, one expects both measures of supervisor effectiveness will increase over time.

<u>Behavioral Succession Consequences</u>

The consequences of managerial succession go beyond the attitudes of the leader and followers. Managerial succession also causes disruption that may impact the time required to perform an organizational task (Friedman and Saul, 1991). For example, when team members are trained to perform a task effectively and efficiently, changes in team membership will interfere with communication and cause the team to become less efficient (Brooks, 1982). In a crisis this could lead to loss of resources, loss of equipment and loss of life. Adapting to change takes energy away from other activities. Table 1 lists time consuming activities suggested by the literature that occur whenever succession occurs. The number of work hours devoted to succession related events can be substantial.

Time Spent Educating the Supervisor about Routine Activities. When managerial

succession occurs, each of the organization's members can be expected to spend a certain

amount of time educating the incoming leader about their individual responsibilities and

projects. In the time shortly following managerial succession, employees spend more

time informing their supervisors about their current and routine activities. Eventually, the

amount of time spent on these activities should decrease and the work schedule will

return to normal.

TABLE 1

TIME CONSUMING ACTIVITIES

Things the Organization's Members do when Succession Occurs
1. Gossip about and discuss the changes.
2. Prepare and present briefings designed to educate the leader about the things they do.
3. Learn what the leader expects from them.
4. Learn new office policies and procedures.
5. Rework output to meet the new leader's standards.
6. Educate the leader about the organization's environment and interfaces.
Things the new Leader must do when Succession Occurs
1. Move into his office.
2. Develop working relationships with the organization's members.
3. Develop working relationships with the organization's customers and other external contacts.
4. Learn about his responsibilities and existing office procedures.
5. Educate his employees on their tasks and responsibilities.
6. Monitor and provide feedback on his employees' performance.
(Grusky, 1960; Greenblatt, 1978; Friedman and Saul, 1991)

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Supervisor Monitoring, Instruction, and Feedback Time. If an organization experiences succession, the supervisor will initially spend an increased amount of time monitoring, instructing and providing feedback to his employees. This behavior is directly related to the increased feedback from agents. The amount of time dedicated to these activities should decrease as the supervisor and employees become familiar with each other (Gabarro, 1986).

Supervisor's External Focus. Because a new supervisor must initially spend time learning about his organization and personnel, he or she will have less time to attend to the organization's external contacts and customers (Gabarro, 1986). An organization's external customer is an organization or individual that receives a product from the organization. On the other hand, an organization's external contacts include people and organizations with whom the organization must interact for effective production to occur. For example, an external contact could be the supervisor's supervisor or another functionally-equivalent organization. Over time, the amount of time the supervisor spends attending to the organization's external customers and contacts should increase.

Supervisor Type

The Air Force has two distinct types of employees; military and civilian. Both types of employee may serve as organizational leaders. However, only the military supervisors are subject the Air Force's frequent rotation policy. Further, military and civilian supervisors receive different training. Military supervisors receive professional military education classes such as Squadron officer School and Air War College. Similar

training for civilian supervisors is far more limited. Therefore, we would expect military members to view military supervisors differently than they view civilian supervisors.

The Model

Research has suggested how managerial succession can influence the attitudes and behaviors of an organization's leader and members. This discussion leads to the following simplified model of succession consequences that will be tested in this study. The model is presented in Figure 2.
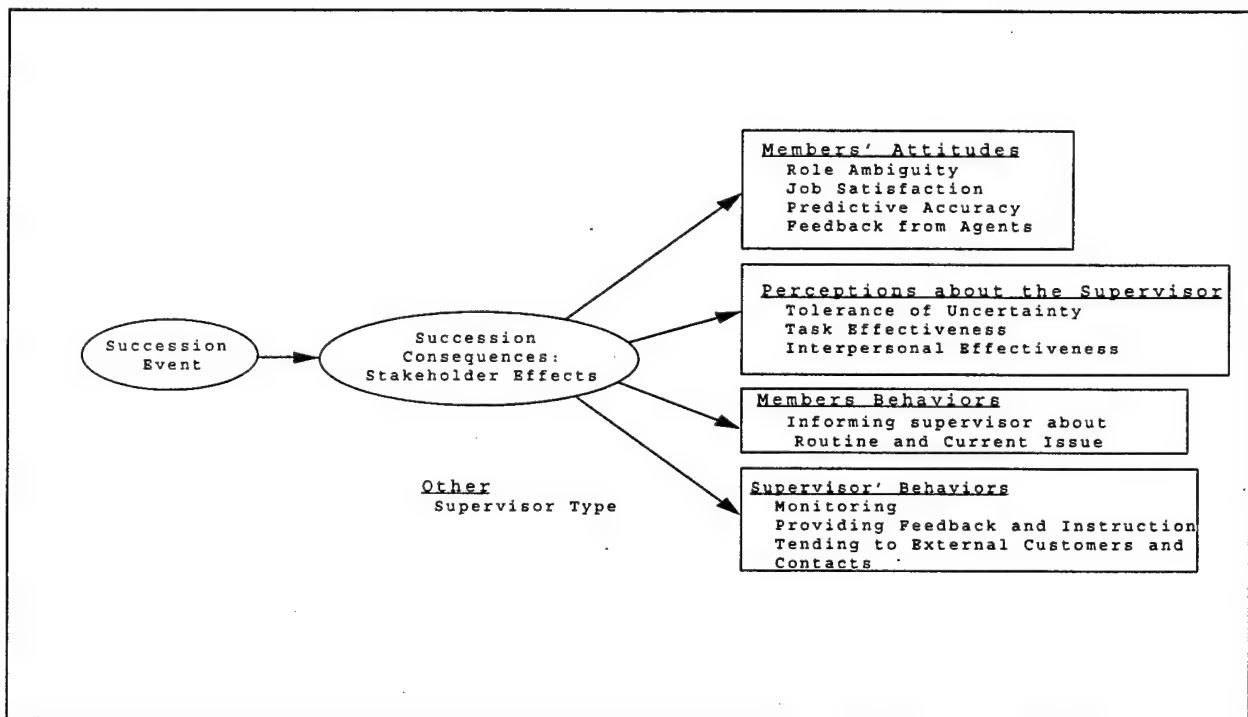
Figure 2. Succession Consequences Model

Objectives and Hypotheses

First, I expect people in organizations that have recently experienced managerial succession to think and behave differently than individuals who have not recently experienced succession. This study tests for differences in attitudes and behaviors among these individuals. These differences may manifest themselves in any of four areas: 1) the employee's attitudes about his or her job, 2) the employee's perceptions of the supervisor, 3) the employee's behavior on the job, and 4) the supervisor's behavior on the job. Because these differences could be caused by any individual who is new to an organization, not just the organization's leader, we also look at what happens when the employee changes.

Finally, the discussion leads to the conclusion that Air Force officers may react differently to military leaders than they do to civilian leaders. This study tests to see if the evidence supports factors that may indicate different reactions.

The results of this study will provide information that helps Air Force leaders understand the consequences of managerial succession. Specifically, by providing information about the impact of succession, the results should assist Air Force leadership in minimizing the negative impacts of managerial succession.

III. Method

<u>Sample and Procedure</u>

A total of 220 Air Force officers voluntarily participated in this study by providing information concerning their work behaviors and feelings. The survey respondents all worked at a large mid-western Air Force Base in an acquisition-related career field. Twenty-nine of the survey respondents were women and 191 were men. The average respondent had worked in the military for 6.5 years and had been in his or her current job for 1.1 years. Sixty-three were engineers, 60 were program or project managers, and 97 were acquisition support officers with experience in fields such as logistics, finance, or contract management.

<u>Survey Instrument</u>

The survey gathered information on three types of variables. Participants answered questions about themselves (age, rank, sex, career field, time in service, etc.) and their supervisor (rank and length of time in the current position, etc.). The type focused on behaviors the individual engaged in at work. Respondents indicated how much time they and their supervisor spent discussing office procedures, conducting informal discussions, and reviewing the status of work at the present time. The third type of measure involved psychological variables such as role ambiguity, supervisor effectiveness, etc., as they related to the office environment. A copy of the survey is at the Appendix.

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Role Ambiguity

Respondents completed a six item role ambiguity scale developed by Rizzo, House, and Lirtzman (1970) to measure the existence of guidelines in one's work. Cronbach's alpha was .88 (N=220).

Job Satisfaction

The five-item scale used to measure overall job satisfaction was developed by Andrews and Withey (1976). Rentch and Steel (1992) reported the alpha reliability at .81. Alpha in this sample was .72 (N=220).

Feedback from Agents

Hackman and Oldham (1975) developed a three-item feedback-from-agents scale designed to measure the amount of information about job performance received from supervisors and co-workers. The alpha for this study was .83 (N=220).

Tolerance of Uncertainty

Respondents used a ten-item tolerance-of-uncertainty scale to indicate how their supervisor reacted to uncertainty and delay. The scale was extracted from the Leadership Behavior Description Questionnaire Form XII (LBDQ XII) (Stodgill, 1963). The alpha was .85 (N=219).

<u>Predictive Accuracy</u>

The respondent's predictive accuracy was measured using a five-item scale developed for the LBDQ XII, but the questions were modified to refer to the organization member instead of the organization leader. The internal reliability for this study was .79 (N=220).

<u>Analysis</u>

Mean scores were calculated for the various scales for the whole sample. Cronbach's alpha, a measure of internal consistency, was used to estimate the reliability of the scales. The supervisor's task effectiveness and interpersonal effectiveness scales were refined by grouping questions that were related logically and had high intercorrelation. For example questions such as "... my present supervisor's technical expertise is..." and "... my present supervisor's judgment is..." are part of the supervisor's task effectiveness scale and questions such as "... my present supervisor's support for subordinates is..." and "... my present supervisor's ability to motivate..." are included in the supervisor's interpersonal effectiveness scale. The alpha for the five-item supervisor's task effectiveness scale was .84, and the alpha for the six-item supervisor's interpersonal effectiveness scale was .91.

In order to determine the effects of managerial succession, I divided the sample into two groups. One group had experienced a change in management, and the other had not had a succession event during the member's tenure. Analysis of variance (ANOVA)

was used to compare the two groups' mean scores on each of the succession effects listed in Table 2.

Since research suggests time is an important factor in the strength of succession effects, observation time was included in the ANOVA as a covariate. Observation time was the length of time a supervisor and subordinate had worked together. In terms of this study, observation time is the length of time the subordinate has watched the supervisor. If succession has occurred, observation time equals the time since managerial succession. If, however, the member has not experienced a change in leadership, observation time is the length of time the follower has been a member of the organization. Observation time is an important variable for this analysis because the research suggests that succession effects are strongest near the time of managerial succession. To examine the influence of observation time on mean values, ANOVAs were accomplished with and without observation time as a covariate.

TABLE 2

PROPOSED SUCCESSION EFFECTS

Attitudinal Effects on Members	Perceptions about the Supervisor
Role Ambiguity	Tolerance of Uncertainty
Job Satisfaction	Task Effectiveness
Predictive Accuracy	Interpersonal Effectiveness
Feedback From Agents	
Behavioral Impact on Members	**Behavioral Impact on Supervisors**
Time spent on Routine Issues	Time Spent on Monitoring,
Time spent on Current Issues	Instruction, and Feedback
	The Supervisor's External Focus

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ANOVAs were also used to test the hypothesis that managerial succession effects subside over time. The succession outcomes of subjects from organizations that had experienced managerial succession recently (i.e., less than 5 months) were compared to those who had experienced succession some time ago (i.e., greater than 12 months). Finding differences would support the notion that, over time, an organization overcomes succession's disruptive impacts and returns to long term equilibrium. The results indicated the strength of attitudes and time spent on behaviors did change over time.

This analysis was repeated for the group of people who had not experienced managerial succession to test the effects of joining an organization with an established leader. In this analysis the base time was the time the follower has been in the organization. The results indicated attitudes and behaviors do change over the time the member is in the organization even if the supervisor does not change. Taken together, these analyses provide some evidence about differences between managerial and non-managerial succession.

The final analysis tested for different levels of succession effects in organizations that have different types of leaders.. This analysis consisted of a one way ANOVAs which tested for differences in mean scores of the succession effects for groups divided on the basis of supervisor type.

IV. Results

This chapter describes the results obtained in the analysis conducted on the succession effects and how they change over time.

Intercorrelations

Attitudes. The mean scores, standard deviations, internal reliabilities and intercorrelations of the scales used to measure attitudinal constructs were computed.

Behavior Time. Means, standard deviations and intercorrelations were computed for the various time-related behaviors. Due to their high correlation ($r=.75$), the time spent on routine and current issues were added together to create a new variable that represents the time the subordinate spends discussing his core tasks with the leader. The results of these computations are shown in Table 3.

The member's individual reactions (e.g., role ambiguity and job satisfaction) show high degrees of intercorrelation with each other. Attitudes about the supervisor are also highly intercorrelated. For example, role ambiguity, predictive accuracy, and job satisfaction are all strongly related. Similarly, the amount of time supervisors spend monitoring, instructing, and providing feedback are intercorrelated. This indicates that these attitudes are not independent of each other but are part of a more general affective reaction.

TABLE 3
INTERCORRELATIONS AMONG VARIABLES

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Member's Attitudes															
1 Role Ambiguity	(.88)														
2 Job Satisfaction	-.46	(.72)													
3 Feedback from Agnts	.53	-.47	(.83)												
4 Predictive Accuracy	.46	-.25	.36	(.79)											
Perceptions about the Supervisor															
5 Tol. of Uncertainty	.17	-.07	-.00	.05	(.85)										
6 Supervisor's Task effectiveness	.43	-.33	.19	.20	.29	(.84)									
7 Supervisor's interpersonal eff.	.51	-.40	.28	.26	.36	.85	(.92)								
Time Spent On: Member's Behaviors															
8 Routine Issues	.08	-.03	.04	-.01	-.12	.08	.04	---							
9 Current Issues	.13	-.08	.09	.05	-.07	.15	.13	.75	---						
10 Core Tasks	.12	.11	.06	-.03	-.10	.13	.10	.93	.94	---					
Supervisor's Behaviors															
11 Monitoring	.19	-.14	.12	.06	-.03	.15	.19	.73	.66	.74	---				
12 Instructing	.09	-.00	.01	-.00	-.05	.12	.12	.46	.46	.50	.43	---			
13 Feedback	.28	-.06	.09	.10	.10	.19	.21	.62	.57	.63	.65	.57	---		
14 External Customers	-.07	.02	-.10	-.10	-.06	.03	-.10	.06	.00	.03	-.02	.16	.01	---	
15 External Contacts	-.15	.04	-.17	-.14	-.07	-.10	-.16	-.05	-.13	-.10	-.06	-.03	-.14	.25	---

Variables	N	M	SD	Variables	N	M	SD
Member's Attitudes				**Time Spent On:**			
1 Role Ambiguity	220	28.85	7.06	**Member's Behaviors**			
2 Job Satisfaction	220	14.20	4.37	8 Routine Issues	220	51.25	79.69
3 Feedback from Agnts	220	13.33	4.18	9 Current Issues	220	70.23	90.56
4 Predictive Accuracy	220	17.76	2.78	10 Core Tasks	220	121.48	159.12
Perceptions about the Supervisor							
5 Tol. of Uncertainty	220	35.67	6.01	**Supervisor's Behaviors**			
6 Supervisor's Task effectiveness	218	19.33	3.26	11 Monitoring	207	54.89	129.56
				12 Instructing	215	44.04	54.77
7 Supervisor's interpersonal eff.	218	22.30	4.71	13 Feedback	213	21.93	28.62
				14 External Customers	211	676.75	551.36
				15 External Contacts	212	547.12	434.33

Notes: N=207-220 for all correlations. When r>.13, p<.05, and when r>.17, p<.01
(one-tailed). Cronbach's alphas are shown on the diagonal. Time is measured in
minutes per week spent on a given task. Generally, higher scores indicate higher content
of the given construct. Role ambiguity, job satisfaction, and tolerance for uncertainty
are reverse scored. High scores indicate less of these constructs and low scores indicate
more of these constructs. Core Tasks = Routine + Current Issues.

Succession Effects

The first objective of this study was to compare the strength of affective or performance outcomes when succession did and did not occur. Mean scores of the behavioral (time spent) and attitudinal succession effects for the organizations that did experience succession are compared with the mean scores for the organizations that did not experience succession. Because the length of time a member is in an organization can also affect the outcomes, ANOVAs were run with and without observation time as a covariate. This ensures that differences in the length of time the supervisor has observed the follower does not mask the effects of managerial succession. The ANOVA run without the covariate showed significant differences in the member's predictive accuracy (p<.05) and time spent providing instruction. However, ANOVAs controlling for observation time were significant for those variables and for the supervisor's time spent providing instruction, member's time spent informing the supervisor on core tasks and discussing current issues. Results provide the strongest support for differences in behavioral outcomes of succession and for the importance of observation time on succession effects. The means for each category and the p-scores for both main succession effects and covariate effects are presented in Table 4.

TABLE 4

COMPARISON OF OUTCOME STRENGTH FOR CASES WHERE SUCCESSION OCCURRED AND WHERE THERE WAS NO SUCCESSION WITH OBSERVATION TIME AS A COVARIATE

Effect	Mean Score for Organizations that had Succession	Mean Score for Organizations that did not have Succession	P-Value Succession Effects	P-Value for the covariate Observation Time
Member's Attitudes				
Role Ambiguity	29.15	28.68	.91	.21
Job Satisfaction	14.53	14.03	.35	.77
Predictive Accuracy	18.40	17.41	.05	.01
Feedback from Agents	13.22	13.39	.94	.60
Perceptions about the Supervisor				
Tolerance of Uncertainty	35.40	35.81	.56	.79
Supervisor Task Effectiveness	19.16	19.42	.60	.82
Supervisor Interpersonal Effectiveness	22.40	22.45	.60	.70
Time Spent on:				
Member's Behaviors				
Routine Tasks	55.19	49.08	.32	.17
Current Issues	67.60	71.68	.69	.02
Discussing Core Tasks	122.79	120.76	.47	.04
Supervisor's Behaviors				
Monitoring	43.73	60.97	.60	.13
Providing Instruction	50.57	40.54	.02	.00
Providing Feedback	19.99	22.99	.81	.02
Tending to External Customers	659.86	685.88	.81	.28
Tending to External Contacts	478.80	584.52	.07	.65

Notes: For cases with Succession, N is between 73 and 78. For cases with no Succession, N is between 137 and 142. Time is measured in minutes per week.

Time Effects of Managerial Succession

The second objective of this study was to test for the effects of succession over time. This analysis focused only on the subjects whose' organization had experienced managerial succession. It tested the differences between succession effects in an organization that has experienced succession recently and those that had obtained equilibrium. This analysis shows the effects of time in a different way than as a covariate. Over the first year of the supervisor's tenure, both measures of the supervisors' effectiveness increase (or at least the members believe the supervisor becomes more effective). The member's predictive accuracy and role ambiguity also improve as they become familiar with the leader. As he or she becomes more experienced, the supervisor dedicates more time to contacts external to the organization. Theses changes reflect the leaning that takes place when an organization gets a new leader. The results of the ANOVAs are presented in Table 5.

Time Effects for Non-Managerial Succession

Next, I tested for effects of non-managerial succession by performing the same analysis on the group that had not experienced managerial succession. In this analysis the base time was the time the follower has been in the organization. This analysis shows what happens to an employee over time. The employee receives more instruction when he or she first enters the organization. Generally, the other variables behaved as expected but not to a strong degree. The results of the ANOVAs are presented in Table 6.

TABLE 5

COMPARISON OF OUTCOMES FOR WHEN SUCCESSION OCCURRED WITHIN

FOUR MONTHS AND WHEN SUCCESSION OCCURRED OVER A YEAR AGO

Effect	Mean Score for Organizations that had Succession and Observation Time <=4 months	Mean Score for Organizations that had Succession and Observation Time >12 months	P-Value For Difference Between the Two Means
Member's Attitudes			
Role Ambiguity	27.75	31.14	.04
Job Satisfaction	15.12	13.32	.13
Predictive Accuracy	17.29	19.77	.01
Feedback from Agents	11.87	13.95	.06
Perceptions about the Supervisor			
Tolerance of Uncertainty	35.62	34.48	.42
Supervisor Task Effectiveness	17.79	20.10	.02
Supervisor Interpersonal Effectiveness	20.58	23.52	.03
Time Spent on:			
Member's Behaviors			
Routine Tasks	53.63	45.91	.57
Current Issues	78.83	52.50	.11
Discussing Core Tasks	132.46	98.41	.20
Supervisor's Behaviors			
Monitoring	38.96	47.25	.64
Providing Instruction	46.92	39.50	.61
Providing Feedback	20.57	21.10	.94
Tending to External Customers	468.48	588.57	.41
Tending to External Contacts	310.00	592.86	.01

Notes: For observation time is less than 5, N is 23 or 24.
For observation time greater than 12, N is between 20 and 22.

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TABLE 6

COMPARISON OF OUTCOMES FOR WHEN THE EMPLOYEE ENTERED

THE ORGANIZATION WITHIN FOUR MONTHS AND WHEN

THE EMPLOYEE ENTERED THE ORGANIZATION OVER A YEAR AGO

Effect	Mean Score for Organizations that did not have Succession and Observation Time <=4 months	Mean Score for Organizations that did not have Succession and Observation Time >12 months	P-Value For Difference Between the Two Means
Member's Attitudes			
Role Ambiguity	28.96	28.27	.72
Job Satisfaction	13.12	14.73	.21
Predictive Accuracy	17.88	17.76	.85
Feedback from Agents	14.08	12.62	.18
Perceptions about the Supervisor			
Tolerance of Uncertainty	35.28	35.30	.98
Supervisor Task Effectiveness	19.21	18.92	.74
Supervisor Interpersonal Effectiveness	22.88	21.65	.35
Time Spent on:			
Member's Behaviors			
Routine Tasks	79.58	51.62	.40
Current Issues	116.46	70.59	.20
Discussing Core Tasks	196.04	122.22	.27
Supervisor's Behaviors			
Monitoring	113.41	67.08	.43
Providing Instruction	75.26	36.33	.01
Providing Feedback	39.55	20.73	.07
Tending to External Customers	703.64	676.11	.85
Tending to External Contacts	686.77	596.67	.50

Notes: For observation time is less than 5, N is between 22 and 24. For observation time greater than 12, N is 36 or 37.

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Because of their skewed distribution, the time spent measures were transformed by taking the square root of each variable to reduce error and simulate normality (Stevens, 1992). The two previous analyses were repeated using the transformed data with only one change in significant results. For the case where only the employee changed, the importance of the time the supervisor spends providing feedback became significant (from: $F_{57,1}=.3512$, $p=.07$, to: $F_{57,1}=4.783$, $p=.03$).

Comparison of Managerial and Non-Managerial Succession

I then attempted to identify differences between managerial and non-managerial succession by comparing the results of this analysis to those of the group that had experienced managerial succession. This comparison suggests that managerial succession affects members differently than when it is the member who is new to the organization. Generally, the reactions are stronger when the leader is new to the organization. Reactions that are not significant in the case of non-managerial succession become significant when it was the leader that changed. Table 7 extracts the significant results from Tables 5 and 6.

TABLE 7

COMPARISON OF EFFECTS FOR ORGANIZATIONS THAT DID AND DID NOT

EXPERIENCE MANAGERIAL SUCCESSION

Effect	P-Value for Difference in Means for Observation Time is <=4 Months and Observation Time >12 Months for Organizations that Experienced Succession	P-Value for Difference in Means for Observation Time is <=4 Months and Observation Time >12 Months for Organizations that Did Not Experience Succession
Member's Attitudes		
Role Ambiguity	.04	.72
Predictive Accuracy	.01	.85
Feedback from Agents	.06	.18
Perceptions about the Supervisor		
Supervisor Task Effectiveness	.02	.74
Supervisor Interpersonal Effectiveness	.03	.35
Time Spent on:		
Supervisor's Behaviors		
Providing Instruction	.61	.01
Providing Feedback	.94	.07
Tending to External Contacts	.01	.50

Variance by Supervisor Type

This study also set out to determine whether or not the various succession effects vary with respect to the respondent's supervisor's type. This analysis suggests that military members perceive military supervisors as more effective than civilian supervisors. The analysis also suggests that military members interact differently with military supervisors than they do with civilian supervisors. In general, the military member spends more time interfacing with a military supervisor. The results of the ANOVAs are presented in Table 8.

TABLE 8

COMPARISON OF SUCCESSION EFFECTS BY SUPERVISOR TYPE

Effect	Mean Scores for Military Supervisors	Mean Scores for Civilian Supervisors	P-Value For Difference Between the Two Means
Member's Attitudes			
Role Ambiguity	26.63	28.07	.10
Job Satisfaction	14.30	14.11	.74
Predictive Accuracy	17.95	17.57	.30
Feedback from Agents	13.76	12.90	.13
Perceptions about the Supervisor			
Tolerance of Uncertainty	35.85	32.52	.71
Supervisor Task Effectiveness	19.80	18.85	.03
Supervisor Interpersonal Effectiveness	23.05	21.56	.02
Time Spent on:			
Member's Behaviors			
Routine Tasks	59.07	43.57	.15
Current Issues	82.82	57.87	.04
Discussing Core Tasks	141.89	101.44	.06
Supervisor's Behaviors			
Monitoring	70.58	39.35	.08
Providing Instruction	55.90	32.72	.00
Providing Feedback	26.29	17.70	.03
Tending to External Customers	674.09	679.35	.94
Tending to External Contacts	499.48	583.87	.11

Note: For military supervisors, N is between 103 and 109. For civilian supervisors, N is between 104 and 111.

V. Discussion

Conclusions

This research provides partial support for the proposition that, in the short term, Air Force organizations react in accordance with the "vicious cycle" theory of managerial succession. The data indicate that disruption caused by managerial succession impacts three of the four proposed categories of effects -- member's attitudes, member's perception about the supervisor, and supervisor's behaviors. However, the study did not find strong relationships between managerial succession and the member's behavior.

When comparing organizations in the first four months of a managerial succession with organizations that experienced succession over a year ago, I found relationships between several variables. Results support the notion that organizational members have a high level of role ambiguity shortly after succession occurs and that the amount of ambiguity decreases over time. The data also suggest that shortly after succession occurs organizational members have a low degree of predictive accuracy and that predictive accuracy increases over time. These results imply that for a period of time after the new leader arrives, the member is relatively unsure about his or her responsibilities and the outcome of any actions taken toward fulfilling those responsibilities. In other words, the members don't know what to do. It also appears that supervisor's task and interpersonal effectiveness begin at low levels and increase over time, as expected. Thus, like subordinates, incoming supervisors take time to grow into their new positions.

Results show supervisors focus more on the organization's external contacts over time. Presumably, this is because initially the leader had to spend time learning about his or her new organization. This is consistent with findings for subordinates. However, there was little evidence that leaders focus their initial efforts in the areas predicted. Because the study did not find similar relationships in organizations that did not experience managerial succession, the data suggests that these changes are associated with managerial succession.

The study did, however, find indications of relationships that are present when non-managerial succession occurs that are not also associated with managerial succession. In the case of non-managerial succession, the results support the proposition that the supervisor spends an increased amount of time instructing new employees and weak evidence that the supervisor provides new employees with initially higher levels of feedback. These behaviors were not predicted by the study, but it is logical that the supervisor would have to spend time teaching a new employee about the job.

The study found differences between organizational members with military supervisors and organizational members with civilian supervisors. The study suggests that military organizational members perceive military supervisors as more effective. The results also suggest that organizational members with military supervisors spend more time discussing current issues with their supervisor and receive more instruction and feedback from their supervisor than organizational members with civilian supervisors. This implies that military members work together more closely with

military supervisors than they do with civilian supervisors. This is logical considering that the military supervisor is uniquely able to provide insight into military issues such as professional military education and permanent changes of station. This difference could also be explained by high levels of camaraderie shared between military personnel. A future study could explore this difference to see if organizations with military leaders react differently to succession than organizations with civilian leaders.

Contrary to expectations, the study found weak evidence to suggest that employees receive more feedback from agents over time. A possible cause of this result is that the scale used measured feedback from all agents and not just feedback from the supervisor.

Further study is needed to quantify the consequences of succession. Future studies should concentrate on the behavioral consequences of succession by controlling the variance found in the behavioral variable. Perhaps this could be done by direct observation of behaviors. Future research could also explore other variables such as role conflict and other behaviors such as the time required to perform a complex task. It should also seek to identify factors and procedures that can mitigate the succession effects.

Implications

This study should help Air Force leaders understand the consequences of managerial succession on Air Force Members. Specifically, this information can be used to help leaders formulate succession policy and anticipate reactions when managerial

succession occurs. However, the more important implication of this study is that managerial succession affects the members of an organization, and therefore, managerial succession probably also impacts the organization as a whole. Research needs to address the impact of managerial succession on organizational performance and mission readiness.

The primary implication found in this study is that new supervisors are rated as less effective than more experienced supervisors. Because the leader is the key member of the organization and organizational performance derives from the performance of its members, it appears that, in the short term, managerial succession could lead to reduced organizational efficiency. It is critical to understand this implication especially in an operational environment where inefficiency or errors could impact the accomplishment of national objectives.

The attitudinal variables also indicate that the organization's members experience high levels of role ambiguity and low levels of predictive accuracy during the time shortly following succession can result in the organization's members, and consequently the organization, becoming temporarily less effective (Sawyer, 1992).

Also, the incoming supervisor's relative lack of attention to his external contacts can result in poor external coordination and control.

Perhaps these effects can be mitigated by providing the maximum possible overlap between the incoming and outgoing leaders. This transition time would allow the new leader to learn about his job from someone who is already knowledgeable of the job

and its requirements. This would allow the incoming leader to make mistakes as he learns about the organization; yet the outgoing leader would still be in house to provide a safety net. This overlap time would also allow the organization's member to learn about the new leader and his expectations before a the new leader must make critical decisions. A drawback to this approach is that the Air Force would then incur the expense of paying two people to do the same job during the overlap period. Another possible way to mitigate succession effects is through increased leadership training for young officers. Presumably if an incoming leader has more leadership and supervisory experience, he or she will be better able to assume command.

A possible method of addressing differences between military and civilian supervisors is to provide the civilian supervisor with professional military education and other training to allow civilians and military to better identify with each other.

MANAGEMENT SUCCESSION RESEARCH STUDY

SURVEY FORM

for

AIR FORCE PERSONNEL

Capt Todd Young

AFIT/LAA GCM 96-S

FOR OFFICIAL USE ONLY

INFORMATION
ABOUT THIS RESEARCH STUDY

Thank you for agreeing to participate in this research project. Your participation is strictly VOLUNTARY. Your work experience can make an important contribution to the goals of this research project.

Description of the study: The goal of this study is to learn how changes in management affect the attitudes and perceptions of Air Force members.

How your responses will be used: The information you provide will help us learn how constantly changing supervisors affects an organization. It will help the Air Force better understand how succession policy affects individual and organizational effectiveness, and to assess the costs associated with changes in management personnel. This research will not affect you or anyone presently in your organization in any way.

Confidentiality of your responses: This information is being collected for research purposes only. No one in your unit, base, or MAJCOM will EVER be allowed to see your responses. You are welcome to discuss this questionnaire with anyone you choose, but please do not discuss your responses with anyone. This information should be considered confidential.

PRIVACY ACT STATEMENT

Please return completed surveys to Capt Todd Young, AFIT/LAA GCM 96-S
If you have any questions please call Capt Todd Young 236-1867.

PART A: Please answer these questions in the space provided on this survey.

> Please write your office symbol; it is the only way we have to relate your data to other data in this study. This data will be used ONLY to match your responses to those of supervisory personnel, and will NOT be used ANYWHERE else.
>
> The term "**Supervisor**" is defined as the person immediately above you in the chain of command (i.e. your branch, flight, or section chief).
>
> All questions refer to your **present** job situation and supervisor.

Please enter your responses below

1. What is your complete office symbol? _____

2. What is your AFSC or Job Series? _____

3. What is your job title? _____

4. What is your supervisor's name (optional)? _____

5. What is your supervisor's grade? _____

6. What is your supervisor's job title? _____

7. How long has your supervisor held his/her
   position? **years:_____ months:_____**

8. How long have you worked for the
   Air Force? **years:_____ months:_____**

9. How long have you worked in your
   current office? **years:_____ months:_____**

10. How long have you been working in
    the same System Program Office? **years:_____ months:_____**

Please indicate **how much time** you spend each week in the activities listed below.

Enter the number of **hours and minutes** spent on each activity in a **typical week.**

In a typical week, how much time do you spend...	**Enter your responses below**
11. informing your supervisor about your routine tasks?	**hours:_____ minutes:_____**
12. informing your supervisor about things you are currently doing for your job?	**hours:_____ minutes:_____**
13. with your supervisor discussing the organization's "hot issues"?	**hours:_____ minutes:_____**
14. learning about what your supervisor expects from you?	**hours:_____ minutes:_____**
15. reworking existing output in order to meet your supervisor's expectations (making changes to documents, etc.)?	**hours:_____ minutes:_____**
16. learning new office policy, procedures, or formats?	**hours:_____ minutes:_____**
17. discussing organizational changes, potential changes, expectations, or organizational direction?	**hours:_____ minutes:_____**
18. conducting informal discussions with your co-workers?	**hours:_____ minutes:_____**

Enter the number of **hours and minutes** your **supervisor** spends on each activity in a **typical week.**

If you are not sure about the exact amount of time, enter your best estimate.

In a typical week, how much time does your supervisor spend.....	**Enter your responses below**
19. monitoring your performance for evaluation purposes	**hours:_____ minutes:_____**
20. providing feedback on your performance?	**hours:_____ minutes:_____**
21. attending to your organization's external customers?	**hours:_____ minutes:_____**
22. attending to your organization's external contacts (his supervisor, other functional organizations etc.)?	**hours:_____ minutes:_____**
23. instructing you about your tasks and responsibilities?	**hours:_____ minutes:_____**

*** End of Part A, Continue to Part B ***

Please use the computer answer sheet for the remaining questions

---

Please use the computer answer sheet for the remaining questions.
Use a #2 Pencil

Part B: Completely fill in the circle that corresponds to your BEST answer.

1. Are you:

   1. Male
   2. Female

2. What is your age?

   1. 25 or under
   2. 26 - 35
   3. 36 - 45
   4. 46 - 55
   5. Over 55

3. What is your Grade or Rank?

   1. 2nd Lieutenant (0-1)   2. 1st Lieutenant (0-2)
   3. Captain (0-3)   4. Major (0-4)
   5. GS-9   6. GS-11
   7. GS-12   8. Other

4. Is your current supervisor...

   1. Military
   2. Civilian

5. Have you had a change in supervisors since you began work in your current office?

   1. Yes
   2. No

6. How well did you know your supervisor <u>before</u> he or she became your supervisor?

Not at all		Moderately Well			Extremely Well	
1	2	3	4	5	6	7

7. How likable is your supervisor as a person?

Not at all likable		Moderately Likable			Extremely likable	
1	2	3	4	5	6	7

8. Which response best describes your relationship with your supervisor before he or she became your supervisor?

   1. You had never met or spoken with this person.
   2. You had met or spoken to this person but never worked on a project together.
   3. You had worked with this person occasionally.
   4. You had worked with this person regularly.
   5. You worked in the same office or had daily contact with this person.

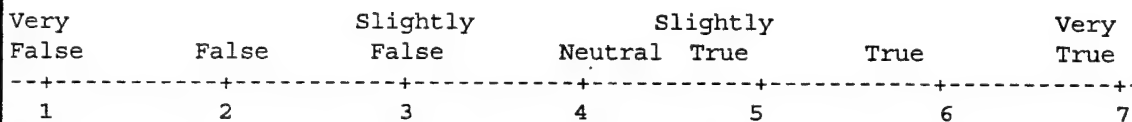Part C: Please use this scale to answer the questions below.

```
Delighted                                                    Terrible
--+----------+----------+----------+----------+----------+----------+---
  1          2          3          4          5          6          7
```
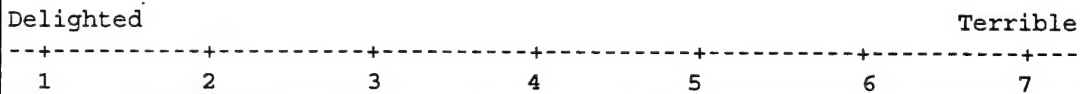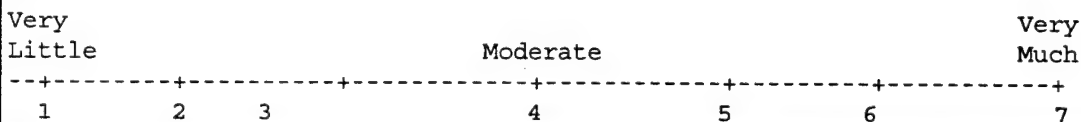
9. How do you feel about your job?
10. How do you feel about the people you work with -- your co-workers?
11. How do you feel about the work you do on your job -- the work itself?
12. How do you like the place you work -- the physical surroundings, the hours, the amount of work you are asked to do?
13. How do you feel about what you have available for doing your job -- equipment, information, good supervision, and so on?

PART D: Please select the response that you feel best describes your office environment.

```
Very                Slightly           Slightly               Very
False     False     False     Neutral  True      True         True
--+----------+----------+----------+----------+----------+----------+-
  1          2          3          4          5          6          7
```

14. I feel certain about how much authority I have.
15. Clear, planned goals and objectives exist for my job.
16. I know that I have divided my time properly.
17. I know what my responsibilities are.
18. I know exactly what is expected of me.
19. Explanation is clear of what has to be done.
20. I work closely with my supervisor on a daily basis.

Part E: Please select the response that you feel best describes your office environment.

```
Very                                                           Very
Little                         Moderate                        Much
--+--------+----------+----------+----------+--------+----------+
  1        2         3           4          5        6          7
```

21. To what extent do managers or co-workers let you know how well you are doing on you job?
22. To what extent does doing the job itself provide you with information about your work performance?

Part E (Continued): Please select the response that you feel best describes the accuracy of the statement in relationship to your office environment.

```
Very                        Slightly                Slightly            Very
Inaccurate  Inaccurate Inaccurate  Uncertain   Accurate  Accurate  Accurate
--+------------+-----------+-----------+-----------+-----------+-----------+---
   1           2           3           4           5          6           7
```

23. The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my job.
24. Supervisors often let me know how well they think I am performing my job.
25. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
26. The job itself provides very few clues about whether or not I am performing well.

PART F: Please select the response that you feel best describes your work performance.

```
Never            Seldom      Occasionally        Often        Always
--+----------------+----------------+----------------+--------------+---
  1                2                3                4              5
```

27. I am able to make accurate task related decisions.
28. I am able to anticipate what my supervisor expects from me next.
29. Things usually turn out as I predict.
30. I can accurately predict the trend of events.
31. I can anticipate work-related problems and plan to overcome them.

Part G: Please select the response that best describes your <u>Supervisor</u>

```
Never            Seldom      Occasionally        Often        Always
--+----------------+----------------+----------------+--------------+---
  1                2                3                4              5
```

32. My supervisor waits patiently for the results of a decision.
33. My supervisor becomes anxious when he or she cannot find out what is coming next.
34. My supervisor accepts defeat in stride.
35. My supervisor accepts delays without becoming upset.
36. My supervisor becomes anxious when waiting for new developments.
37. My supervisor is able to tolerate postponement and uncertainty.
38. My supervisor can wait just so long and then blows up.
39. My supervisor remains calm when uncertain about upcoming events.
40. My supervisor is able to delay action until the proper time.
41. My supervisor worries about the outcome of any new procedures.
42. My supervisor is friendly and approachable.
43. My supervisor does little things to make it pleasant to be a member of the group.

47

Please select the response that best describes your <u>Supervisor</u>

Never	Seldom	Occasionally	Often	Always
1	2	3	4	5

44.	My supervisor puts suggestions made by the group into operation.
45.	My supervisor treats all members of the group as equals.
46.	My supervisor gives advance notice of changes.
47.	My supervisor keeps to his or her self.
48.	My supervisor looks out for the personal welfare of group members.
49.	My supervisor is willing to make changes.
50.	My supervisor refuses to explain his or her actions.
51.	My supervisor acts without consulting the group.
52.	My supervisor lets group members know what is expected of them.
53.	My supervisor encourages the use of uniform procedures.
54.	My supervisor tries out his or her ideas in the group.
55.	My supervisor makes his or her attitudes clear to the group.
56.	My supervisor decides what shall be done and how it will be done.
57.	My supervisor assigns group members particular tasks.
58.	My supervisor makes sure that his or her part in the group is understood by group members.
59.	My supervisor schedules the work to be done.
60.	My supervisor maintains definite standards of performance.
61.	My supervisor asks that group members follow standard rules and regulations.

PART H: Please use this scale to complete the following sentences.

Much Below Average	Below Average	Average	Above Average	Much Above Average
1	2	3	4	5

Compared with other supervisors I have had, my present supervisor's.......

62. effectiveness as a manager is_____.
63. technical expertise is_____.
64. problem solving abilities are_____.
65. support for subordinates is_____.
66. concern for other people's personal needs is_____.
67. ability to motivate subordinates is_____.
68. willingness to take responsibility is_____.
69. credibility with subordinates is_____.
70. fairness is_____.
71. judgment is_____.
72. ability to keep people focused on the task is_____.

**** STOP ****
Thank You for your participation. Please return the completed survey to:

Capt Todd Young, AFIT/LAA GCM-96S

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Vita

Captain Todd Young was born on 15 November 1967 in Plainfield, New Jersey. He graduated from Pocono Mountain High School in 1985 and entered Lehigh University. In June 1989, he graduated with a Bachelor of Science degree in Electrical Engineering and received his commission through the Reserve Officer Training Corps. His first assignment was to Los Angeles AFB, California where he served as a Contracting Branch Chief, Data Automation Project Officer, and Chief of the Acquisition Support Section. Captain Young received a Masters of Business Administration from Chapman University in 1992. In May 1995, Capt Young entered the School of Logistics and Acquisition Management, Air Force Institute of Technology. After graduation, he will serve as a contract manager at Wright-Patterson AFB, Ohio.

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1. AGENCY USE ONLY (Leave blank)	2. REPORT DATE September 1996	3. REPORT TYPE AND DATES COVERED Master's Thesis

4. TITLE AND SUBTITLE
THE EFFECTS OF MANAGERIAL SUCCESSION
ON AIR FORCE MEMBERS

5. FUNDING NUMBERS

6. AUTHOR(S)
Todd M. Young, Captain, USAF

7. PERFORMING ORGANIZATION NAMES(S) AND ADDRESS(S)

Air Force Institute of Technology
2750 P Street
WPAFB OH 45433-7765

8. PERFORMING ORGANIZATION REPORT NUMBER

AFIT/GCM/LAR/96S-11

9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)

NONE

10. SPONSORING / MONITORING AGENCY REPORT NUMBER

11. SUPPLEMENTARY NOTES

12a. DISTRIBUTION / AVAILABILITY STATEMENT

Approved for public release; distribution unlimited

12b. DISTRIBUTION CODE

13. ABSTRACT (Maximum 200 Words)

Managerial succession causes disruption that impacts the incoming leader and members of the organization. Yet, surprisingly, there has been little research investigating the effects of succession on Air Force members. This study investigated four typical reactions to succession that seemed likely to be experienced by most employees. They included changes in: 1) member's attitudes about their job, 2) member's attitudes about their leader's behavior, 3) member's behavior on the job, and 4) the leader's behavior (as observed by the members). The mean responses of workers from organizations that had recently experienced succession (i.e., the supervisor has been in place for four months or less) were compared with the responses of members in organizations that had not experienced succession in at least one year. There were significant differences in three of the four areas -- member's attitudes, member's attitudes about the leader, and the leader's behavior. The analysis also showed that members who have recently joined an organization experience different leader behaviors than those who have been in the organization longer.

14. SUBJECT TERMS
Organization Theory, Military Organizations, Leadership,
Personnel Management

15. NUMBER OF PAGES
64

16. PRICE CODE

17. SECURITY CLASSIFICATION OF REPORT UNCLASSIFIED	18. SECURITY CLASSIFICATION OF THIS PAGE UNCLASSIFIED	19. SECURITY CLASSIFICATION OF ABSTRACT UNCLASSIFIED	20. LIMITATION OF ABSTRACT UL

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The purpose of this questionnaire is to determine the potential for current and future applications of AFIT thesis research. **Please return completed questionnaire** to: AIR FORCE INSTITUTE OF TECHNOLOGY/LAC, 2950 P STREET, WRIGHT-PATTERSON AFB OH 45433-7765. Your response is **important.** Thank you.

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                                                             a. Yes   b. No

3. **Please estimate** what this research would have cost in terms of manpower and dollars if it had been accomplished under contract or if it had been done in-house.

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4. Whether or not you were able to establish an equivalent value for this research (in Question 3), what is your estimate of its significance?

    a. Highly   b. Significant   c. Slightly   d. Of No
       Significant   Significant   Significance

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